

their children are growing up. Therefore, adequate funding and provision of English classes for adults is also a long-term investment in the cognitive development, achievement, and well-being of the next generation.

Experiences of immigration, settlement, and asylum

Media and public discourses frequently construct migrants as being somehow to blame for a perceived lack of social cohesion. However, the full picture of migrant experience is complex and there is extreme diversity in ESOL students' relations with their own ethnic and linguistic groups and in terms of networks and access to community support, facilities, and influence. Some people are settled with their families in English-dominant countries and belong to dense social networks. Others may be in the country for a while but without the intention of permanent settlement. Some do not have families in their new countries but have a network of people who originate from their home countries to support them. Others, especially young asylum seekers, neither have families in the new country nor belong to established groups, but have formed communities with others in the hostels and accommodation where they live, and in their English classes. Some people have strong identities as role models or elders in their communities. Immigration status also has a profound impact on motivation, mobility, and the right to work and choose where to live, amongst other things. Steve Vertovec, an anthropologist who studies transnational migration, suggests in his research (2006) that differences in immigration status, and the concomitant differences in rights, entitlements, and constraints, are some of the main features of super-diversity in Britain.

Asylum

ESOL classes are made up of people from all of the situations described above. However, many ESOL students are refugees or asylum seekers waiting for a decision to be made on their claims. These people have particular difficulties to contend with, dealing as they are with the aftermath of war and other strife, as well as with the uncertainty caused by the laws governing immigration and the ever-changing attitude of the Government towards the funding of asylum seeker education. The story of Haxhi below is one of extreme destitution and mental stress, and is quite typical of the experiences that asylum seekers suffer.

CASE STUDY 1 Haxhi

Haxhi is a 28-year-old asylum seeker from Kosovo who lives in Bradford in the north of England, having been moved from Birmingham and rehoused there under the UK government policy of 'dispersal' from areas with large asylum seeker populations to those with smaller ones. His story is an example of someone whose life is almost entirely dictated by the laws governing asylum